

ABSTRACT

Rika Rosani Anggraeni Sibarani, Registration Number: 2213321001, The Implementation of Peer Collaboration in Teaching Writing Recount Text For Grade IX Students of Junior High School, A Thesis, English Educational Program, Faculty of Language and Arts. State University of Medan, 2026.

The main objectives of this study were to describe the implementation of peer collaboration in teaching writing recount text and to explore the reasons for its implementation in Grade IX of junior high school. This study employed a descriptive qualitative research design. The data sources were one English teacher and the ninth-grade students of SMP Muhammadiyah 1 Medan. The data were collected through classroom observation, interviews, and documentation to obtain in-depth information regarding the stages of peer collaboration and the teacher's considerations in applying the strategy. The instruments used in this study included observation checklists, semi-structured interview guidelines, and relevant documents. The data were analyzed using qualitative descriptive analysis involving data condensation, data display, and conclusion drawing. The findings revealed that peer collaboration was implemented through several stages of the writing process, including pre-writing, drafting, peer reviewing, and revising. The results showed that peer collaboration helped students improve the organization of ideas, grammatical accuracy, and coherence in writing recount texts. However, some challenges were found, such as students' lack of confidence in providing peer feedback and unequal participation among students with different proficiency levels. These findings indicate that although peer collaboration contributed positively to students' writing development and classroom engagement, its effectiveness depended on students' background and required careful guidance from the teacher to achieve optimal results.

Keywords: Peer Collaboration, Writing Skill, Recount Text